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| **Topic specific** | **KS1** | |
| **KNOWLEDGE** | **SKILLS** |
| **Marvellous Machines** | * Imagine how the world would be different without modern inventions, and use this to begin imagining what it would have been like to live in the past. * Focus on the first aeroplane flight - consider why people had been trying to fly (& risking their lives) for so long. How would life have been different before aeroplanes? * Understand the basic history / dates / facts of the Wright Brothers first aircraft and their first flight. | * Look at photos and use these as an historical source - what can we learn about their aircraft / lives from these images? * Discuss how was life different when the class’ parents / grandparents were young. Identify and sort things that did and didn’t exist. * Begin to explore the spread of flight around the world - key first flights in Britain, across the Channel, across the Atlantic etc. and plot timelines. |
| **Turrets and Tiaras** | * To know that most castles were built long ago and that castles existed in Medieval Times. * To know what castles were, some features of them and why they were built. * To know who lived in a castle and can describe their roles (Lord, Lady, Servant, Cook, Jester, Farmer). * To know how life for people living in castles in Medieval times was different to our home lives today (no electricity, toilets). * To know what happened at medieval banquets and can compare them to modern day parties (food and where it comes from, music, entertainment, clothing, decorations). * To know that Richard I was a king of England and I know about what his life would have been like. | * To ask and answer questions related to different pictures and object. * To use artefacts as clues to find out about the past. * To label different artefacts. * To sequence events into a chronological order. * To use Topic Specific Vocabulary castle, medieval, banquet, keep, portcullis, arrow loops, moat, drawbridge, tower, battlements, feast, platter, tournament, tapestry, goblet, jousting, peacock, swan after, past, present, then, now. |
| **Fire and Ice** | * Place the events of the Great Fire on a timeline, linking this to other time   periods that have been studied across KS1.   * Know the key dates and figures associated with the Great fire of London. | * Investigate the causes and effects of the Great Fire of London, looking at   the way the fire began and the reasons why it spread so quickly.   * Read eye-witness accounts of the Great Fire and use these to build an * understanding of what it would have been like to live in London at the time. * Explore secondary evidence, including paintings and reports, and consider how   these can add to our understanding of the Great Fire.   * Compare the ways that firefighters combat fire today compared to 1666 and   discuss reasons for these changes.   * Investigate the way the Great Fire is remembered and think about the way   that this can change over time |
| **Who were the Victorians?** | * To know where some key events fit onto a timeline e.g. Industrial Revolution, when certain inventions were created. * To know who the Victorians were and what life looked like for them (e.g. lives for children, schools, and Victorian inventions, including transport). * To know that ways of life began to change in Victorian times because steam started to be used to create power. This changed lots of things about life in Britain, including transport and how things were made. * To know how life in Victorian times was changed by inventions that people created, including the development of transport (steam ships, trains, development of roads). * To know how school life has changed from the Victorian era until now and how the lives of children in Britain (including Sheffield) have changed. | * To use a range of sources to find out about the past, including photographs and artefacts. Historical Vocabulary before, after, past, present, then, now, chronological, event, compare, change, artefact Key Concepts before/after similar, different Topic Specific Vocabulary Schools- slates, chalk, blackboard, strict teachers, drills, abacus, Sunday School, read and copy, chants Children – rich, poor, work, factories, disease, rocking horse, dolls, hopscotch, marbles, * To begin to discuss which sources of information are the most useful. * To ask and answer questions about the past to find out answers. * To sequence events, photographs and artefacts into chronological order. * To compare photos of people or events in the past, to identify differences in the ways of life. * To imagine how people in the past thought or felt. * Can make some comparisons between aspects of life in different periods by comparing the lives of different people (Queen Victoria to Richard the First). |
| **Super Human** | * Know that Florence Nightingale & Mary Seacole were both nurses during the 19th century and both were present during the Crimean war. * To know where some key events fit onto a timeline - understanding of when 1820 was and a wider overview of the period. * Understanding of what it was like to grow up in the 1820’s as a girl. * Early childhood experience of Florence and Mary - Know that Florence came from a well-off Victorian family and was asked to lead a party of nurses to help heal the soldiers during the Crimean war. Mary leant most of her nursing from her mother back in Jamaica. She came over to England in the 1850s wanting to help in the Crimean war. * Know that the British Government would not take Mary to the Crimea so Mary decided to go by herself and set up the British Hotel to help wounded soldiers. * Know that Florence had a nursing career prior to travelling to the Crimean War. * Know about the conditions in the Crimea- conditions of the hospitals. * Know about the changes Florence made to the hospitals. Impact of the changes she made home and abroad. | * Compare hospitals past and present. * Compare Florence and Mary’s lives. * Discuss Florence Nightingale’s legacy. Hospitals today. * Use a range of sources to find out about the past, including photographs and artefacts. Historical Vocabulary before, after, past, present, then, now, chronological, event, compare, change, artefact Key Concepts before/after similar, different Topic Specific Vocabulary. * To imagine how people in the past thought or felt. * To begin to discuss which sources of information are the most useful. * To ask and answer questions about the past to find out answers. |
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|  | **KNOWLEDGE** | **SKILLS** |
| **Chronological understanding** | Y1   * Recognise the difference between ‘old’ and ‘new’ * Know where some basic events fit on a timeline, relating to their topic   Y2   * Know where some key people fit on a timeline. * Remember a few significant names and dates. * Use common words and phrases related to the passing of time (now, then, before). | Y1   * Place some basic events onto a timeline and use this to support the retelling of past events.   Y2   * Record some events onto a timeline. |
| **Change and development** |  | Y1   * Say how something is the same or different in the past. * Develop a sense of time and how fast things change (eg. differences between changes in their / their parents / their grandparents’ lifetimes).   Y2   * Say how lifestyles (work, school, play etc.) were the same or different in the past. * Describe differences between ‘then’ and ‘now’. * Discuss the speed of change - sometimes in slow increments, sometimes in leaps |
| **Cause and effect** |  | Y1   * Show an understanding of some key events. * Start to think about the reasons why things might change (eg. improvements in technology / making life easier / more fun).   Y2   * Recount key events from the past in their own words and begin to explain why these events happened. * Begin to think about the impact that historical events have had on modern life |
| **Significance and interpretation** | Y1   * Begin to understand why events being studied are important.   Use phrases such as now, after, before, modern, new, old, a long time ago, in my lifetime, before I was born, when I was younger.  Y2   * Understand why people and events being studied are important. | Y2  Begin to express preferences and justify them with evidence / facts (eg. Who was the greatest explorer? |
| **Plan and carry out an enquiry** | Y2   * Use historical vocabulary (eg. past, present, recently, years, decades, centuries). | Y1  • Ask and answer some historical questions.  • Sort pictures / objects / events into ‘old’ and ‘new’.  Y2  • Ask and answer historically relevant questions.  • Compare events from different periods in history (eg. different discoveries/voyages). |
| **Use sources as evidence** | Y1   * Begin to recognise different ways we can learn about the past (eg. from images, objects, stories, first-hand witnesses). | Y1   * Use pictures and photographs to extract some information about the past.   Y2   * Use a range of sources (eg. pictures, photos, artefacts, stories, text books, field trips etc.) to extract some information about the past. * Begin to piece together clues from a variety of different sources. |

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| **Topic specific**  **Knowledge** | | **KS2** | | | | | | | |
| **By End of Y4** | | | | | **By End of Y6** | | |
| **The Anglo Saxons and Viking struggle for the Kingdom of England** | | * Give reasons as to why Britain has been invaded. * Be able to place the two invasions on the school timeline. * Now that Anglo Saxons invaded for a variety of reasons * Identify ways in which the Anglo Saxons changed Britain (Separate Kingdoms and a unified Kingdom) | | | | | * Explain why Sutton Hoo was important and what artifacts were found there. Use these artifacts to deduce information about Anglo Saxon life. * Understand that it was in this period of time that England became a Christian country. * To know and identify that many towns and villages still have Saxon place name endings. * Know that King Alfred is the only English King to have been given the epithet ‘Great’ | | |
| **Ancient Greece** | | * Be able to sequence on a timeline the key events in Ancient Greece. * Give reasons as to why the Ancient Greek were progressive. * Draw conclusions about life in Ancient Greece from using artifacts. | | | | | * Identify key figures in Ancient Greece and the impact they had. * Have an understanding of how people lived, and the roles men, women and children had. * Discuss the role of slaves – make links to other societies studied. * Make comparisons between Ancient Greek society and other societies of that time. | | |
| **The impact of the Romans on Britain.** | | * Know who lived in Britain before the Romans * Give reasons why the Romans wanted to invade Britain. * Suggest causes and consequences of the Roman invasion of Britain. * Describe the characteristic features of the Romans, including ideas, beliefs, attitudes and experiences of men, women and children | | | | | * Be able to explain who Julius Caesar was and why his first attempt to invade Britain failed. * Describe the social, ethnic, cultural or religious diversity of Roman society. * Describe the characteristic features of the Romans, including ideas, beliefs, attitudes and experiences of men, women and children * Describe the main changes in a period of history – Roman invasion of Britain- (using terms such as: social, religious, political, technological and cultural). * Give reasons why the Roman army was the most successful in the ancient world. * Identify when and why the Romans left Britain. | | |
| **Amazing Africa - Benin** | | * Be able to locate Benin region of Nigeria on a map. * Locate when Benin was at its height on a timeline. * Understand that Benin was a large empire that traded over long distances. | | | | | * Understand that evidence about Benin may not be accurate and be able to say why. * Pupils are able to create plausible alternative explanations for meaning of objects, keeping consistent with the characteristic features of the time. * Identify how the Victorians impacted Benin * Make comparisons between Benin society and other societies of that time. | | |
| **Local study**  **Tudors** | | * Carry out a local history study (how did history shape our area? What evidence can we still find?) * From the unit on Images of Henry VIII understand that context has an impact on the accuracy of resources. * Be able to suggest suitable sources of evidence to understand Tudor life. * Suggest causes and consequences of some of the main events in the Tudor period. ( Break with the Catholic Church / reasons why Henry had 6 wives!) * Describe the characteristic features of the Tudors, including ideas, beliefs, attitudes and experiences of men, women and children. | | | | | * Carry out a local history study (how did history shape our area? What evidence can we still find?) * Identify how the Tudors impacted on the local area. (Changes in the local area over history) * Identify key figures in the Tudor period and the impact they had. * Describe the main changes in the Tudor period (using terms such as: social, religious, political, technological and cultural). | | |
| **Stone age to Iron age** | | * Understand the key differences between the three ages. * Give reasons as to why Skara Brae is so important * Use more that one source of evidence to ask questions about the three ages. * Describe why the discoveries such as how to get metals out of rocks changed society. * Describe some of the beliefs at the time and why information about druids may be unreliable. | | | | | * Understand that no single source of evidence gives the full answer to questions about the past. – Druids * Have an understanding of how people lived across the three ages and the roles men, women and children had. * Compare the rate of change over the three ages to the speed of change in a later period of time. (Use timelines to demonstrate this) | | |
| **World War II** | | * Be able to sequence on a timeline the key events leading up to and through the period of WWII. * Give reasons as to why the War started. * Understand and give reasons why accounts of the same event may differ. * Identify how the war impacted on the local area. | | | | | * Identify key figures in WWII and the impact they had. * Have an understanding of how people lived, and the roles men, women had. * Identify how WWII impacted children and families. * Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. * Identify how the American forces changed the diversity in Britain. | | |
| **Benin**  **Or Egypt** | |  | | | | |  | | |
|  | Y3 / 4 – by the end of Y4 | | | | Y5 / 6 – by the end of Y6 | | | | |
|  | Knowledge | | Skills | | Knowledge | | | Skills | |
| **Chronological understanding** | * Place events of British history on a timeline, using dates. * Begin to understand the scale of history (eg. the Bronze Age lasted for ≈2000 years, but vast amounts of change in last century.) * Position a growing range of eras and events on a timeline (eg. Ancient Egypt, Anglo-Saxons, Romans, Iron Age, Guy Fawkes). * Separate out timeline of Britain from global events and recognise that some events are more globally important than others. | | |  | | * Develop a clear understanding of the order of the time periods that they have studied (covering all units from KS1 & KS2). * Place world history events on a timeline using the correct dates and labels. * Have a clear understanding of the order of the time periods that they have studied (covering all units from KS1 & KS2). * Comment on trends that happen over time. | | | * Annotate a timeline with historical terms and facts, showing a sense of historical scale. |
| **Change and development** | * Begin to have an understanding of broader trends / themes over time. | | | * Investigate everyday life for people in the past, including clothing, food, houses, beliefs and leisure activities and recognise how these were similar / different to the modern day. * Ask and answer questions about changes, similarities and differences. * Explore differences between different people living at the same time. | | * Deepen understanding of trends/themes over time * Describe changes across an historical period (considering social, political, cultural and technological changes). | | | * Discuss changes, similarities and differences. * Describe what life was like for people living at the same point (rich/ poor, military/civilians etc.) * Ask and answer questions about changes, similarities and differences and challenge responses. * Discuss and debate trends and themes over time. |
| **Cause and effect** | * Independently question the reasons behind historical events and changes. * Give increasingly historically accurate answers to these questions. | | | * Question, investigate and give reasons for events in the past (eg. why did the first Roman invasions of Britain fail, but later ones were successful?) * Describe the impact of events in the more distant past on modern life (eg. the legacy of the Roman Empire for modern Europe). | | * Ask and answer clear and accurate questions about what happened. * Ask ‘why’ questions to further historical understanding. * Independently ask and answer clear and accurate questions about the past. | | | * Debate and discuss different opinions about historical causes and effects. * Discuss and compare a range of plausible causes and effects. * Investigate and describe legacies for the modern world, investigating and discussing how ancient civilisations can still have an impact on our lives |
| **Significance and interpretation** | * Ask and answer questions about how and why events and people being studied are significant. * Construct relevant questions about history and begin to suggest how these might be answered. * Can ask and answer questions about how and why events/people are significant. | | | * Express preferences and personal responses to topics being studied and back-them up with evidence / facts. * show empathy for people living in the past, recognising what their lives would have been like and how they would have felt. | | * Recognise that some events and people are more significant than others and use evidence to back-up responses. * Understand that historical knowledge comes from a range of sources, | | | * Understand that there can be many versions of the same events in history, giving reasons why these may exist. * Make links between historical events, changes and cultures across a range of periods studied |
| **Plan and carry out an enquiry** | * Ask relevant questions about history and suggest sources of evidence that could be used to answer them, recognising the difference between primary and secondary sources. * Use historical terms correctly. | | |  | |  | | | * Consider the validity of different sources and select reliable, appropriate resources to use to answer a specific question. * Reach conclusions on what happened based on the study of a range of sources. * Reflect on enquiries and identify ways in which they could be improved or extended |
| **Use sources as evidence** | * Understanding that historical knowledge comes from a range of sources. | | | * Use a range of sources or artefacts (written, visual or oral) to learn more about the past. * Consider the range of sources available when we study different historical periods (eg. why do we know much more about the Romans than the Iron Age?) * Look at two versions of the same events identifying how they are similar/different. * Question the accuracy of modern depictions of historical events. | |  | | | * Draw together and analyse a wide range of sources (both primary and secondary), sourcing these independently where appropriate. * Challenge the accuracy, validity and usefulness of artefacts, texts, photographs, online resources etc. when investigating historical sources. |